



Read to be Ready

**Small Group Reading with
Appropriately Complex Text**

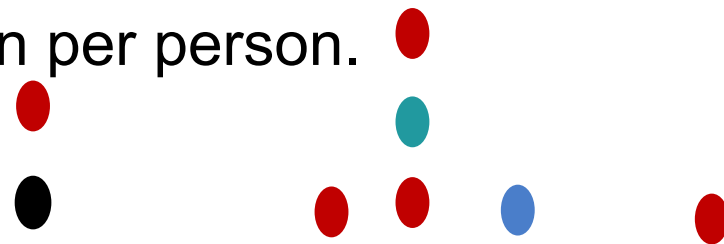
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Module 7: Evaluating Professional Learning

Self-Assessment

- Complete the self-assessment on page 180.
 - Don't overthink the questions.
 - If you work at more than one school, choose the one you feel you know best for this activity.
- Put one dot above the answer you gave for each question.
- Place dots in an orderly fashion so they can be viewed easily.
- Place only one dot per question per person.



We have a school-wide data plan that we use throughout the year to make instructional improvements.

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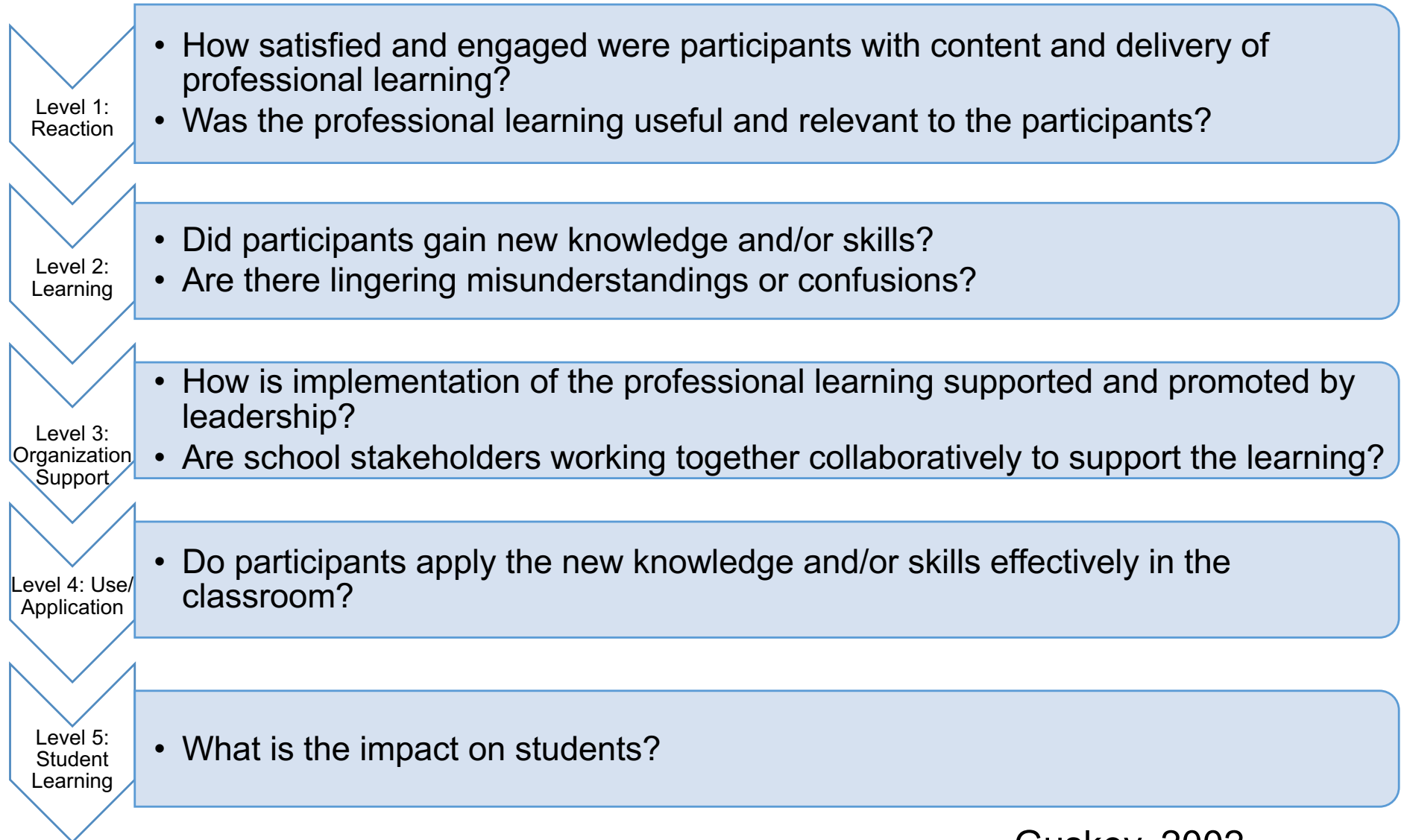
Objectives

- Consider the role of the evaluate phase in sustaining improvement in teacher practice and student outcomes
- Explore sources of information for the evaluate phase
- Build understanding of how to analyze and to talk about data in productive ways

Link to Tennessee Standards for Professional Learning

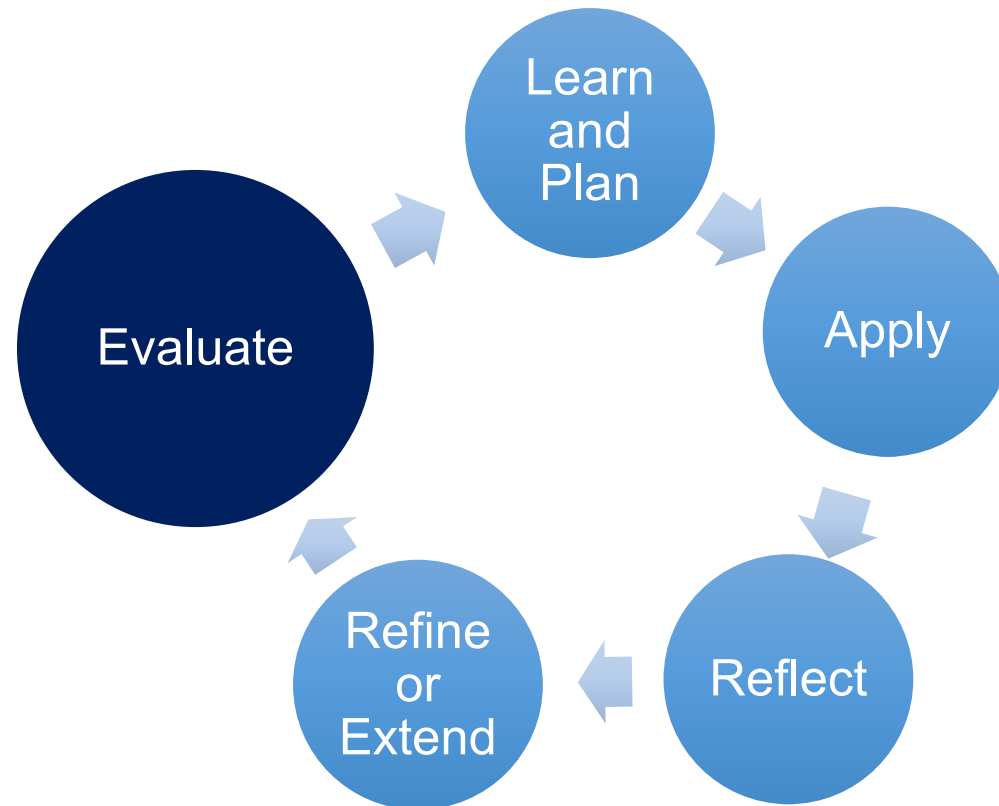
- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Evaluating Professional Learning

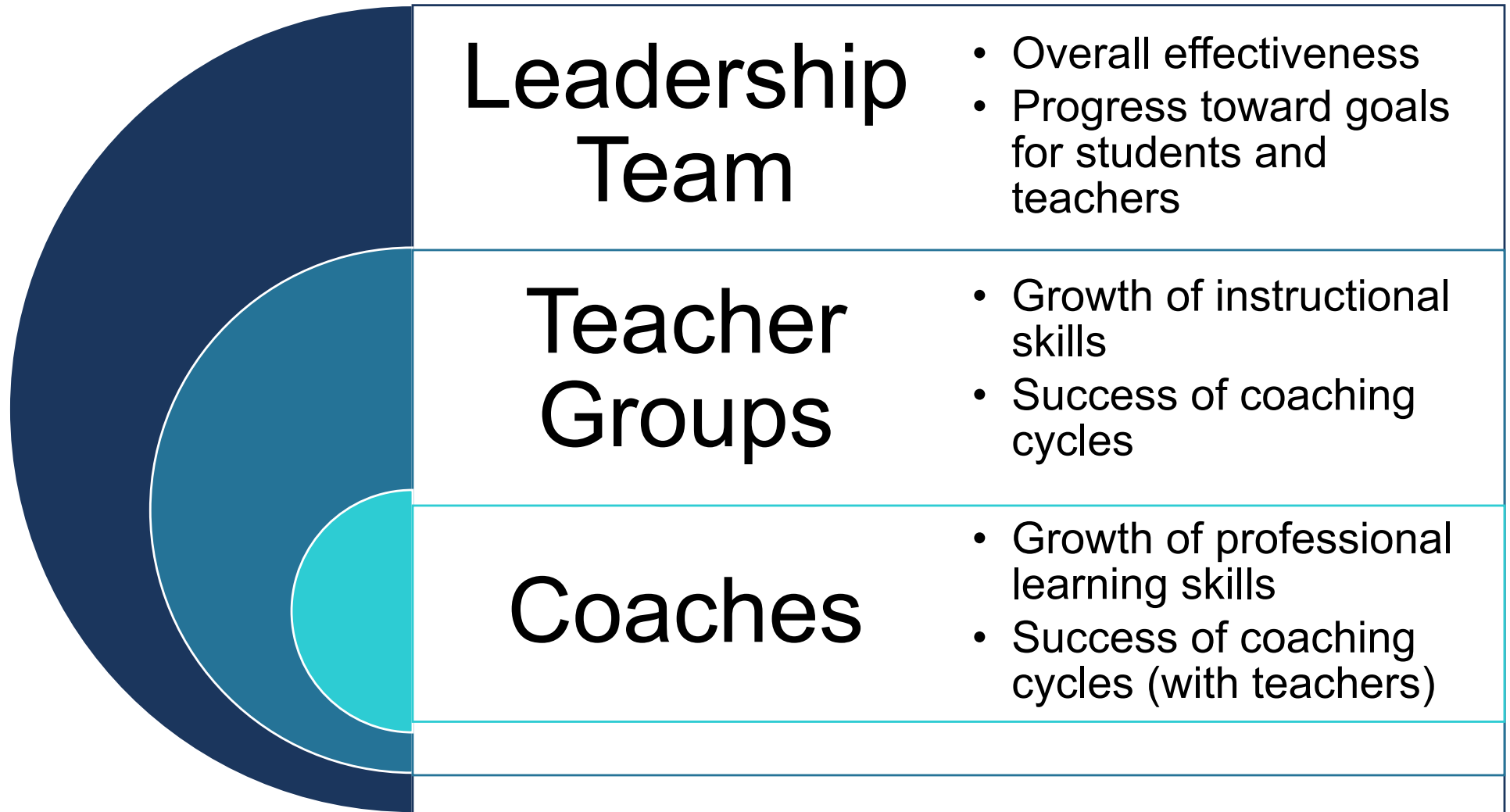


Guskey, 2002

The Coaching Cycle



Layers Within the Evaluate Phase



Evaluate in Action: Vignette

Connect with the big picture



Evaluate in Action: Vignette

Connect with the big picture



Select high-impact questions

Evaluate in Action: Vignette

Connect with the big picture



Select high-impact questions



Gather information

Evaluate in Action: Vignette

Connect with the big picture



Select high-impact questions



Gather information



Analyze information

Evaluate in Action: Vignette

Connect with the big picture



Select high-impact questions



Gather information



Analyze information



Discuss implications for practice
and improvement

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Getting Started

Connect with the Big Picture

The framework for *Teaching Literacy in Tennessee* is predicated on a **theory of action that is grounded in research:**

If we provide daily opportunities for all students to build skills-based and knowledge-based competencies by...

- engaging in a high volume of reading;
- reading and listening to complex texts that are on or beyond grade level;
- thinking deeply about and responding to text through speaking and writing;
- developing the skill and craft of a writer; and
- practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing;

then, we will meet or exceed our goal of having 75 percent of third graders reading on grade level by 2025.

Theory of Action

- As a coach, if I provide...
- Then teachers will...
- Which will allow students to...
- The end result will be...

- Example
 - As a coach, if I provide professional learning to introduce text selection for small group reading, followed up by regular coaching;
 - Then teachers will understand and be able to select texts for small groups that are appropriately complex;
 - Which will allow students to process more complex texts more often and with support.
 - The end result will be accelerated growth in reading comprehension.

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**Select High-Impact
Questions**

Select High-Impact Questions

“Despite the increased amounts of data available, many educators still feel ill prepared to analyze and use their school data effectively. They are data rich, but information poor.”

Ronka, Lachat, Slaughter, and Meltzer, 2009

High-Impact Questions Example

Level 1: Reaction

- To what extent were teachers satisfied with professional learning around text selection?
- What components of the professional learning were rated as most impactful by teachers?

Level 2: Learning

- Do teachers understand how to analyze a text for its complexity?
- Do teachers understand how to use this information to plan a lesson based on the needs of the learners?

Level 3: Organization Support

- Do teachers have an adequate selection of texts to support selection of appropriately complex texts for small group reading?

Level 4: Use/ Application

- How are teachers using what they know from text analysis to guide instruction during small groups?

Level 5: Student Learning

- How are students orally reading texts (accuracy, fluency, and comprehension)?
- To what extent are students able to articulate deeper messages of the text?
- To what extent are students' conceptual understandings deepening?

Develop Your Own High-Impact Questions

Level 1:
Reaction

Level 2:
Learning

Level 3:
Organization
Support

Level 4: Use/
Application

Level 5:
Student
Learning

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**Gather Data to
Answer Questions**

Hard Data

- TNReady
- National Assessment for Educational Progress (NAEP)
- AIMSWEB
- EasyCBM
- STAR

Soft Data

- Readers' or writers' notebooks
- Classroom work or assignments
- Comprehension checks
- Classroom observation notes
- Running records
- Anchor charts
- Portfolios
- Walk-through observations
- Interviews
- Focus groups
- Coaching logs
- Surveys
- Reflection journals
- Meeting minutes
- Self-assessments
- Anecdotal records

Data Inventory and Planning Sheet

Example

Data	What does it measure?	When are the data gathered? How often?	Who is included in the data? (Does this data include everyone or a certain subgroup?)	How might the information be used?
Exit ticket from professional learning	<ul style="list-style-type: none"> -Teacher satisfaction with PD -Teacher perception of their own learning -Whether teachers are trying out the skills/knowledge from the last session -Teacher perceptions of what content they learned 	-After every PD session (every two weeks)	-All the teachers who attend training that day	<ul style="list-style-type: none"> -Help coach understand what PD experiences are most effective -Help coach understand what parts of PD are working, what aren't -Inform next steps for coaching
Text analysis sample	-Do teachers understand qualitative and quantitative aspects of text complexity?	-Teachers will be asked to submit a sample text analysis within three days of PD	-All classroom teachers who attend PD	-Inform next steps for coaching and PD

Develop Your Own Data Inventory and Planning Sheet

Data	What does it measure?	When are the data gathered? How often?	Who is included in the data? (Does this data include everyone or a certain subgroup?)	How might the information be used?



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Analyze Data

Data Analysis

- Counting
- Categorizing
- Comparing



Organizing Data for Discussion

Exit Ticket Responses					
Today's session was a good use of my time	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
9/15	0	1	4	4	1
9/22	0	0	2	6	2
9/29	0	0	1	4	5

Productive Evidence-Based Conversations

- Read pages 201-202.
- Protocol
 - I **Predict** we'll see...
 - I **Notice** these facts....
 - I **Wonder** why/whether/if...
 - **What** does the evidence suggest?
 - **So what** are the implications of the evidence?
 - **Now what** do we do about it?

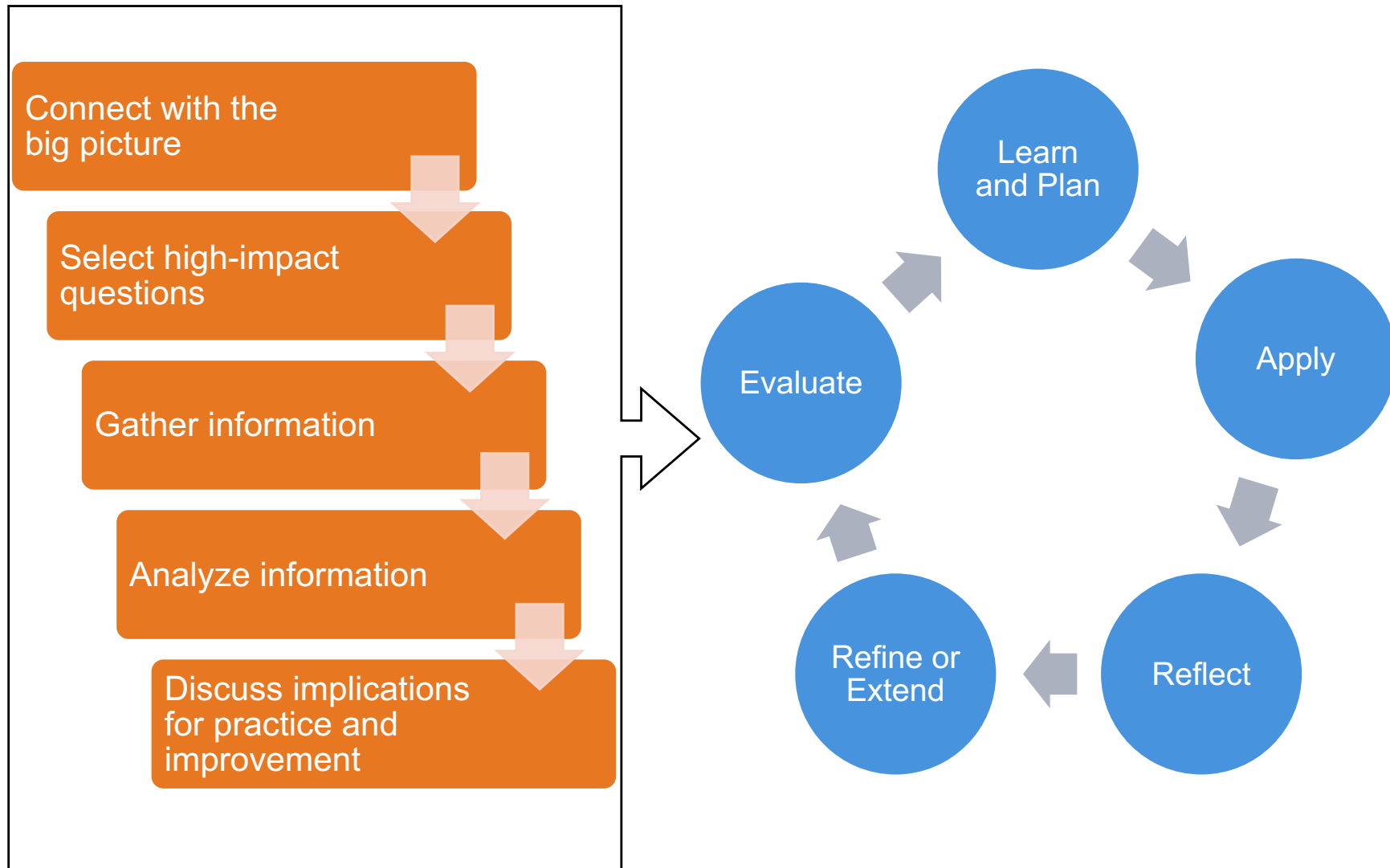
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**Consider Implications
for Practice and
Improvement**

Ongoing Improvement



Planning for Small Groups

- Use the template on page 204
- 10 minutes working in pairs
 - Stand up/Hand up/Pair up

Closing Words

“A systematic approach to instructional improvement requires that data are analyzed to identify patterns of strength and need. The vast amounts of data that are available can overwhelm school teams to the point that they become paralyzed in the analysis phase and are unable to use the analysis to move into action. We have found it important in this phase to take time to celebrate successes and achievements. Although instructional improvement is about continuous progress, taking time to recognize areas of growth builds capacity of the teams while reinforcing the notion that their efforts are rewarded.”

James-Ward, Fisher, Frey, & Lapp, 2013



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork 34